

IMPLEMENTATION OF CLINICAL SUPERVISION BY THE PRINCIPAL TO IMPROVE TEACHER COMPETENCE (CASE STUDY IN SMA NEGERI 1 MUARA PAHU)

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ABSTRACT

s Implementation of Clinical Supervision by the Principal to Improve Teacher Competence (Case Study at SMA Negeri 1 Muara Pahu). The purpose of this study is to determine the Implementation of Clinical Supervision by the Principal to Improve Teacher Competence at SMA Negeri 1 Muara Pahu. This research uses a qualitative type of descriptive research. This research was carried out from September to December 2021. The subjects of the study were the principal and the teacher. Data collection techniques use observation, interviews and documentation. The data analysis techniques used are data collection, data reduction, data presentation and drawing conclusions. Based on research on the implementation of Clinical Supervision by the principal to improve the competence of teachers at SMA Negeri 1 Muara Pahu, it showed results. The implementation of clinical supervision is carried out in three stages, namely the initial meeting stage, the observation stage, and the final/reverse meeting stage. The efforts to improve teacher competence are the efforts of the principal by providing the necessary facilities and the efforts made through the KKG to increase the knowledge and skills of teachers.

1. INTRODUCTION

Education is a conscious effort that is deliberately designed to achieve the goals that have been set. Education aims to improve the quality of human resources. National development depends on human resources that are in a country (Suryaningsi & Sari, 2021). Educated society is able to compete in the face of global competition (Safitri, 2020). Through education a person is equipped with a variety of knowledge, skills, values and attitudes necessary to work productively. Education is an effort to improve knowledge and skills and adequate attitudes (Goma et al., 2021; Mustangin, 2020; Saptadi, 2020; Widiastri, 2020). Education as an effort to improve the quality of society in Indonesia.

Education is the key to successful life. The low quality of education will cause

problems such as unemployment and poverty (Fitri, 2020; Maulidah, 2020). Educated people will be able to meet their own needs, especially those related to their skills (Monika, 2020). Education will make people have adequate capacity (Dewi, 2020; Mustangin et al., 2021; Triwinarti, 2020). Masyarakat yang terdidik akan mampu menghadapi tantangan global dan memiliki kepercayaan yang tinggi untuk berubah dan memiliki kemauan untuk terus menerus belajar (Amaliah, 2020; Octavia, 2020; Safitri, 2020). The achievement of educational goals is inseparable from an educator or teacher because without a teacher, the goals that have been set will not work, this is due to teachers who have a great influence on educational achievement both from elementary school to high school. In learning educators provide an important role, namely in learning there is interaction between educators and students (Lukman, 2021; Wahyuni, 2021). A teacher is required to be disciplined, both disciplined in teaching, disciplined datang and going home from school and disciplined in other activities. Then the teacher at work is not out of fear of the principal, but a teacher in teaching must be from an awareness of his responsibilities. The school has the role of: educator, as a manager, as an administrator, as a leader, and the principal plays the role of supervisor.

The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between the teacher who gives the lesson and the student who receives the lesson. The principal is a mirror. The principal as a mirror gives a picture (self-reflection) of how he views himself, his future, and the profession he is engaged in so as to achieve the desired goal, namely the success of the educational institution. The principal in his position as supervisor is obliged to nurture teachers to become good educators and learners. For teachers who are already good so that their quality can be maintained and for teachers who are not good, it can be developed for the better.

Supervision is a supervision that aims to improve and improve education, in the world of education the most important target is about how an educator in his leadership can provide teachings for his students well, in an effort to improve the quality of learning, namely by clinical supervision. Clinical supervision is supervision that is focused on improving teaching by going through a systematic cycle of intensive stages of planning, observation, and intellectual analysis of the actual appearance of teaching with the aim of making rational modifications.

Clinical supervision can be interpreted as the social relations of meetings between supervisors and teachers, discussing teaching in the classroom in order to improve learning and development in a collegial way or peerage between supervisors

and teachers.

According to Cogan, clinical supervision is an effort designed rationally and practically to improve the abilities of teachers in the classroom with the aim of developing teacher competencies and improving teaching. So, clinical supervision is designed to improve and develop teaching through improving teacher competence.

In his concept clinical supervision is analogous to a patient who is sick and wants a cure from his illness, then he comes to the doctor for treatment. So does a teacher, having an awareness of the problems encountered in his duties and asking the principal (supervisor) to help him. Therefore, clinical supervision is different from academic supervision. The difference is that academic supervision is carried out with the initiative of the supervisor, while clinical supervision of the initial initiative comes from the awareness of the teacher.

The main objective of clinical supervision is to improve the performance of educators and improve the quality of learning through good learning. The clinical supervision is part of the teaching supervision. It is said that clinical supervision because the implementation procedure is more emphasized on finding the causes or weaknesses that occur in the teaching and learning process, and then directly working on how to correct the weaknesses or shortcomings.

Clinical supervision in the process shows an attitude of giving and receiving each other. Where supervisors and teachers are peers and seek to find a common understanding of education. The process of clinical supervision centers on verbal interaction regarding the analysis of the course of learning. Every teacher has the breadth and responsibility to raise problems, teach themselves, and develop their teaching skills. Then the supervisor has the breadth and responsibility to analyze by dying the way of teaching the teacher. According to Imron, the implementation of clinical supervision is divided into three stages, namely initial meetings, teaching observations, and return meetings. First, the initial meeting (preconference), which is to create a familiar atmosphere so that supervision activities become open. Second, the observation stage is to make observations when the teacher carries out learning. Third, the post-conference stage, which is the observation analysis stage carried out by the supervisor to provide solutions to problems that occur in learning.

Professional teachers must have competence in implementing learning programs. Teacher competence is one of the factors that influence the achievement of learning and educational goals in schools. Teacher competence can be interpreted as

a set of knowledge, skills and attitudes displayed in the form of intelligent behavior and full of responsibility a teacher must have it in carrying out his profession.

A teacher is required to have competence or ability in the knowledge he has, the ability to master subjects, the ability to interact well with students and with fellow teachers and principals, even with the wider community. The learning process and learning outcomes of students are not only determined by the school, patterns, structure and content of the curriculum, but are largely determined by the competence of the teachers who teach and guide them. Competent teachers will be better able to create an effective, fun learning environment, and will be better able to manage classes, so that learners' learning is at an optimal level. A teacher must be able to develop creative and innovative thinking in learning. Can understand the psychological development of students, dapat develop the ability to communicate with students, have insight into knowledge, understanding, and professional attitudes to solve problems, and develop the educational profession in accordance with the development and demands of the times.

In order to improve the competence of teachers in general, it is important for the principal to nurture educators in the school, through clinical supervision as a tool for the principal who aims to achieve educational goals, in the form of guidance, encouragement, and improvement for the scientific growth and skills of educators, such as guidance in the effort and implementation of updates in education and teaching, the selection of media for teaching and better teaching methods, ways of assessment which is systematic towards the phases of the entire teaching process.

The implementation of clinical supervision by the principal at SMA Negeri 1 Muara Pahu aims to increase the competence of teachers in the school. At SMA Negeri 1 Muara Pahu, teachers are found to be lacking in classroom management, the teacher's explaining skills are still ineffective, and students are less able to participate in learning activities because the way the teacher delivers the material is too fast. From the background of the above problems, the researcher raised the title "Implementation of Clinical Supervision by the Principal to increase the Competence of Guru (Case Study at SMA Negeri 1 Muara Pahu)".

II. METHODS

The type of research that the author uses is qualitative descriptive research. This method is used to obtain in-depth data by describing or explaining current

phenomena. In the studies carried out, the authors used the methods of interviews, observations and documentation during the collection of data in the field. The author analyzes the data and summarizes it by choosing the main things and focusing on the things you want to research. In limiting the research, the author sets the focus of the research showing the subject matter that occurs and which is the center of attention of the research to be researched by the researcher. In this study, the author made two research focuses, including the following.

To get the appropriate answer, the researcher will focus the research on:

1. The implementation of clinical supervision by the principal to increase teacher competence, the indicators are as follows:
 - a) Early meeting
 - b) Observation
 - c) Final/reverse meeting
2. Efforts made to improve the competence of teachers, the indicators of which are as follows:
 - a) Efforts made by the principal
 - b) Efforts made through KKG

III. RESULTS DAN DISCUSSION

A. RESEARCH INDICATORS

1. The implementation of clinical supervision by the principal to increase teacher competence.

From the results of the interview, researchers obtained data and results that could be collected from the three opinions of the respondents who had been interviewed, the implementation of clinical supervision at SMA Negeri 1 Muara Pahu created a conducive work climate so that the atmosphere felt warm. At this stage the principal as a supervisor explores the condition of the teacher, the teacher realizes the shortcomings and weaknesses they have and the desire to do coaching arises. At this stage, several things must be considered, namely the need for an open atmosphere and then reviewing the learning plan and determining the focus of observation. From the results of the interview, researchers get data and results that can be collected can be included from the opinions of resource persons D, S and F at this stage the principal as a supervisor directly sees the learning process and indirectly by checking the rpp made by the teacher. This stage is in the process where the supervisor observes and records the teacher's behavior when teaching, based on the skill component that has

been agreed upon in the previous stage. At this stage, the thing that needs to be considered is not to interfere with the learning process and to record what occurs during the learning process.

At this stage, the author conclude from the results of interviews with respondents at SMA Negeri 1 Muara Pahu at the final meeting stage / return of the principal as a supervisor gave the opportunity for teachers to convey impressions and messages about learning activities that had been carried out previously, after that, the supervisor submits suggestions and inputs that can be used as evaluation material for the teacher.

2. Efforts made to improve the competence of teachers

So the author can conclude, from the interview results of respondents MD and F as Waka curriculum and civics teachers, where the principal as a leader sets a good example and always controls the teacher's performance. The principal also provides facilities, facilities and infrastructure for the needs of the teaching and learning process. Because the principal's job as a leader is to be responsible for the learning process and the quality of educator resources.

Based on the results of interviews with respondents at SMA Negeri 1 Muara Pahu about the efforts made through the KKG where teachers were given directions to take part in trainings to increase teacher knowledge and skills. Through KKG, teachers get guidance on making learning media, making lesson plans, and learning method methods. KKG is oriented towards increasing knowledge, mastery of the material, teaching techniques, teaching methods and others that focus on active learning activities. KKG aims to facilitate the improvement of the competence of educators.

VI. DISCUSSION

1. The implementation of clinical supervision by the principal to increase teacher competence

The implementation of clinical supervision by the principal at SMA Negeri 1 Muara Pahu aims to motivate teachers in improving their competence in carrying out learning. So that with efforts to develop themselves, teachers through clinical supervision can improve teacher performance and school quality in general. Clinical supervision is an approach in supervision that is considered effective for improving teachers'

skills in learning (Ansori et al., 2016). The reasons underlying the importance of clinical supervision are helping teachers to continuously improve and improve the quality, learning process, diagnose and help solve learning problems, help teachers develop skills in using learning strategies, and help teachers develop themselves continuously in careers and professions independently (Kartini & Susanti, 2019; Mi, 2012). The implementation at SMA Negeri 1 Muara Pahu was carried out using three stages, namely initial meetings, observations, and return meetings. This systematic cycle includes: planning, careful observation of the implementation and immediate and objective assessment of the results of observations about the real appearance of his teaching (Masmin, 2020). At the initial meeting stage, the school kepala conducts discussions with the teacher, discusses the problems and teaching abilities that the teacher wants to improve, determines the aspects, and then agrees together. In detail, what supervisors and teachers do into create a close relationship so that communication is well established so that it runs smoothly and without awkwardness when the educator is supervised by the principal. Explore the condition of the teacher to find out the needs of the teachers or the things that the teacher is struggling with.

At the observation stage, the school kepala observes directly the activities of educators in carrying out their main tasks by observing the learning process and indirectly by checking the rpp. The results of class observations are used by the principal and educators to determine the most appropriate ways to improve and improve the condition of teaching.

The final meeting stage, kepala school provides reinforcement to the pendidik. At this stage of the counter-meeting, the principal gave the opportunity to educators to convey impressions about the learning activities they had carried out before. After that, the teacher is given input and criticism to make the learning process in the classroom can be improved than before.

2. Efforts made to improve the competence of teachers

To improve the competence of teachers, the efforts made by the principal are to provide an example as a leader. Principals should be able to value teachers as professional friends, have tolerance, concern for the regulation of the work environment, be positive and be a good example for teachers (Tarigan, 2016). Ideally every principal provides coaching through clinical supervision (Mardiana, 2016). This clinical technique is carried out by giving examples of how meetings are a productive meeting solving learning problems (Amrullah, 2017). The principal also strives to provide school facilities and infrastructure as needed. One of the duties of the principal to facilitate the purpose of supervision is to organize teachers , one of which is to be carried out by means of supervisors to

increase the activities and facilities needed by teachers (Tarigan, 2016). Teacher In conducting coaching, the principal also provides opportunities for teachers to have a career, provide rewards, and evaluate the administrative duties of teachers.

As for the efforts made through the KKG, the principal directed the teachers to participate in the KKG, included trainings related to the purpose of improving teacher skills and in addition to encouraging teachers to carry out their duties well, so as to be able to take them in a better direction.

V. CONCLUSION

After the author conducted research on the implementation of clinical supervision by the principal to improve the competence of teachers at SMA Negeri 1 Muara Pahu, it was carried out in three stages, namely the initial meeting stage at this meeting, the principal created a familiar atmosphere between the principal and educators and established good communication so that clinical supervision went smoothly without any awkwardness at the time of implementation. At the observation stage, the principal observes learning directly and indirectly by looking at the educator's lessons plan, the principal also cooperates with the educator and discusses what are the weaknesses or shortcomings in the teaching and learning process so that the educator will know which weaknesses must be corrected. Then at the reverse meeting stage, the principal gave the opportunity to educators to convey impressions about the learning activities they had carried out before. After that, the teacher is given input and criticism to make the learning process in the classroom can be improved than before. The efforts made by the principal can be concluded that they have been done well where the principal as a leader always sets a good example. The principal also strives to provide school facilities and infrastructure as needed. In this case the principal asks for input from the teacher and budgets it in a meeting. In making his efforts, the principal gives educators the opportunity to make a career, give rewards, and evaluate the administrative duties of teachers. There are also efforts made through the KKG the principal directs teachers to follow the KKG to improve teacher skills and

in addition to encouraging teachers to carry out their duties properly, so as to be able to take them in a better direction.

VI. REFERENCE

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